

Form and Methods of Teaching Preschool Children

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Annotation: This article discusses the methods and techniques for the formation of systemic education for preschoolers with the help of various kinds of research.

Keywords: preschool education, communication, game path method, need, creative imagination, teaching methodology, basis of formation, realization of abilities, regularity.

INTRODUCTION

From a scientific point of view, preschool education is nothing but an art form. If we imagine that the teacher began to teach lessons for young children who are first out of their comfort zone, and teaches them basic life skills, then we can say with certainty that skills in the subject area alone will not be enough. Not all children are the same, and not every child requires the same care; to be able to meet the needs of the child and give him the opportunity to become independent in his actions - this is what preschool education is. It is not only a learning experience for children, but also for parents who are starting to grow up with their children. Thus, a preschool teacher is nothing more than an artist managing a bunch of toddlers.

But why are we talking about this? The very simple answer to this is our ignorance of the importance of early childhood education. In a country where early childhood education has only recently become popular and cited as important for many obvious reasons, there is still uncertainty and lack of certainty about how preschool functions and what it aims to achieve. Thus, this article aims to eliminate this uncertainty by explaining in simple terms how a preschool operates and what methods it uses to educate children.

As in any other educational institution, teachers form the basis of the entire preschool system. These teachers, young and experienced, have the right to teach children their eating habits, reading skills, toilet habits and develop their cognitive abilities. While this aspect of early childhood education is understood by parents in general, it is less clear on their part how it is done.

Contrary to popular belief, early childhood education is not just about performing objective tasks in a routine manner. This includes a lot of subjectivity on the part of the teachers and a lot of thought goes into dealing with each child and knowing how the child can develop. As a result of this subjectivity, different teaching methods have emerged in early childhood education around the world. These different methods provide insight into different learning styles and fill gaps in the pedagogical understanding of early childhood education.

The Play Lane Method: A very widely accepted and popular teaching method in the play school was the play path method. Basically, this school of thought believes that the best way to teach a child is to do something. Institutions rely on activities such as role playing, virtual play, singing, free play and more to educate children. It is believed that this method of teaching brings the child communication in a friendly environment without any pressure. The focus is on the needs of the child, and activities revolve around meeting those needs.

The game method has become widespread in educational institutions dealing with young children aged 3-5 years. This aligns well with the commitment and goal of not burdening children with tasks they are not yet capable of completing.

Flexible Fridays. The biggest problem with traditional education is trying to provide an experience that works for all the kids in the class. Flexible Fridays can help some students by allowing teachers to dedicate one full day of the week to a subject that some students find difficult. In high school, it might be chemistry or world history, but it's different in preschool.

In this case, flex Friday could be a game day, a party, or a free game day with some structure here and there. Preschoolers need structure, but they also need to be given the opportunity to play what they like or do what they like, and a flexible Friday teaching method can make this easier. **Waldorf Method:** The Waldorf method is also another popular teaching method developed in Germany. The method aims to allow the child to grow with the help of imagination. This school of thought believes in developing the ability to think and imagine in children. The child should be able to use his imagination and create with it. Thus, children are told fairy tales, taken for walks, forced to play games and create toys from available materials.

The method of teaching children is based on the fact that reading and writing are not instilled in children at such an early age and their education should be completely oral and saturated with creative imagination. There are also different age groups for which a separate curriculum is signed. These are the age groups 0-7 years old, 7-14 years old and 14-18 years old.

Space learning is a learning method that seeks to do away with the "teach once and move on" method. Essentially, the material is compressed and distributed over three lessons with 10-minute breaks. The goal is to get kids to quickly switch between activities, and this is especially suitable for younger children who often struggle to stay focused without moving. Research has shown that this method is very beneficial for the brain cells that make connections to form memories - even in very young children.

For preschoolers, this learning environment helps to relax. They don't feel the need to stay in their seats for long periods of time, and they get to "let off steam and energy" at regular intervals. This means that the time they spend learning the alphabet or colors is much more productive and rewarding. Thus, it can be concluded that there are other teaching methods adopted by various educational institutions around the world. Despite different approaches, these methods cannot always be divided into clearly distinct ways of learning. Many times different approaches can be appropriate at a certain level, depending on the needs of different children. However, what these different methods reflect is the efforts of the institution to meet the needs of the child. These methods also reflect the need for active engagement with the preschool for the sake of the child.

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